

Aspira of New York Aspira of
America  **Aspira** Annual Report
1974-75

Pennsylvania Aspira of Puerto Rico
Aspira of Illinois Aspira of New York
Aspira of Puerto Rico Aspira of
New Jersey Aspira of
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Aspira of New York Aspira of
Puerto Rico Aspira of America
Pennsylvania Aspira of Puerto Rico

Aspira of America, Inc.

Annual Report
1974-75

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There are many obstacles in the way, however, besides poverty and its immediate problems which often cloud desirable long-term goals for Puerto Rican youth. Public educational policy itself has been an obstacle, often unresponsive to the needs of Puerto Rican students.

This year Aspira saw the fruition, in several areas, of its determination to influence educational policy rather than wait for adverse consequences for Puerto Rican students. The Aspira-Rockefeller Foundation National Fellowships in Education and Legislation are training Puerto Rican graduate students, many of whom have worked in education and social service, in how educational policy is made on the national and state levels. It is hoped that these Fellows will form a permanent cadre of effective, knowledgeable policy makers who will work for system reform which will improve the education of Puerto Rican students.

On another level, Aspira has been pressing for bilingual education in New York and other cities for youths with English language difficulties which prevent them from participating effectively in the classroom. To stem the rate of Hispanic school drop-outs, Aspira is developing and expanding such programs as Health Careers and educational counseling to reach junior high school students. During the past year, a junior high school retention program was expanded in Pennsylvania, and in Illinois, Aspira has established an elementary school tutoring/reading project. The students themselves are eager for this help; all Aspira tutoring programs are full and most have waiting lists.

Responding to Aspira's efforts, foundations, corporations, government, and private individuals in 1974-75 provided the highest level of support ever for Aspira. Nearly \$2.5 million were raised, over \$500,000 more than last year. Of that amount, 36% were grants from foundations, corporations, and the community.

The needs of Puerto Rican youth, however, are still great. There is much to be done, and with the continued support of those who are concerned about education and the future of this country, Aspira intends to continue to make its unique contribution to the development of the Puerto Rican community's potential in the United States and on the Island.

Carmen Beal
Chairperson
Aspira of America, Inc.

Mario A. Anglada
National Executive Director
Aspira of America, Inc.

March 1, 1976

Foreword

In its fifteenth year, Aspira provided its unique services to more Puerto Rican youth than ever before. In summary:

- Over 2,000 Aspirantes were admitted to colleges and universities;
- Over 9,000 young Puerto Ricans were engaged in various Aspira programs in four states and Puerto Rico through a network of nearly 100 clubs and Aspira centers; and
- The Health Careers Program placed 41 Aspirantes in medical school. These students, together with 68 Aspirantes admitted to medical school in the prior three years of the program, represent a potential increase of approximately 125% in the number of Puerto Rican doctors in the United States.

It was an exciting year in several other respects, as Aspira inaugurated important new programs and made existing ones more effective. It was also a year in which Aspira's determination to play a constructive advocacy role gained broader understanding and support.

The Bilingual Consent Decree was signed in New York City, and much of the year was spent in planning the implementation of the new bilingual program to help Hispanics with substantial English language difficulties. In addition, the University of Puerto Rico altered its admissions policies to allow more of Aspira's public high school students greater opportunity, citing the success of Aspirantes who had been admitted previously. In Philadelphia, Aspirantes won the support of the Board of Education and the press in a campaign to persuade the Mayor to build a new high school.

In Chicago, as well as in New York and New Jersey, Aspira sought, through new programs, to increase the involvement of parents in the education of their children. Several Aspira affiliates also introduced cultural workshops which are aimed at strengthening Puerto Rican students' cultural identity and pride and helping them to discover their own artistic talents.

Since its inception 15 years ago, Aspira's primary goals have been to assist Puerto Rican students to complete high school and to encourage them to go on to college and graduate school. To achieve these goals, Aspira has developed educational counseling and leadership development programs which foster a sense of cultural identity among Puerto Rican students.

Despite encouraging progress, the problems that face the almost 2 million Puerto Ricans living in the United States are huge. According to a U.S. Census sampling, the median income for all Hispanic families in the country in 1974 was 25% below the national median. The median income of Puerto Rican families was the lowest of all Hispanic families, despite gains of 12.5% over the previous year. Fully one-third of the Puerto Rican families on the mainland live below the federally-established poverty level. Only 28.7% of Puerto Ricans, 25 years or older have finished high school, the lowest percentage among Hispanic groups. Only 16.7% of the employed Puerto Ricans held professional, technical, or managerial jobs.

There is one other statistic, however, that suggests that the future for Puerto Ricans can be improved. The Puerto Rican population is young. The median age is 19. Most Puerto Ricans are of school age. Too many, however, drop out before completing high school. As the only national Puerto Rican educational self-help organization, Aspira's goal is to change the future through education.

action and organization. They design strategies, and carry them out. Active participation in the Clubs teaches students the techniques of democratic action, advocacy and the responsibility of an educated Puerto Rican leader.

Aspira provides guidance to each club through community organizers and their ideas. They are trainers, teachers and motivators and their job is to organize the clubs so that the members develop group and leadership abilities.

Student representatives sit on the Board of Directors of each affiliate, providing students with a voice at every level of the agency.

The Aspira leadership development program has had an impact on the Puerto Rican community. Former Aspirantes are the leaders of a growing number of Puerto Rican college student groups which work to make colleges more responsive to the needs of the Puerto Rican student. They are returning from college to take positions of responsibility at all levels of government, in education and social work as well as other professions. And they are returning to Aspira to help another generation of Puerto Rican students attain its rightful place in American society.



New Aspira cultural workshops in New York strengthen a sense of Puerto Rican identity

The Aspira Process

Why It Is Needed

Aspira was founded in 1961 by a small group of Puerto Rican professionals who saw the need to develop Puerto Rican community leadership. At the time, there were approximately 900,000 Puerto Ricans in the continental United States. Now there are 1.8 million, but the problems haven't changed. The majority of Puerto Ricans are poor, they haven't a great deal of education and they are young.

Half the Puerto Rican population is less than 20 years old, most of them of school age. They are the future, and Aspira believes it has the potential to change the future of the community through education and development of leadership in our youth.

The average Puerto Rican child does not speak English fluently; lives in the poorest neighborhoods, which, like his schools, are infested with drugs; is the child of immigrants; and is treated by his teachers with indifference or even an intolerance of his cultural and linguistic heritage. He is constantly subjected to a negative stereotype of his group until he begins to believe it himself. If he stays in school long enough to reach high school, he is unlikely to graduate because he has little self-confidence and low aspirations.

What Aspira Offers

Aspira offers Puerto Rican students a network of services designed to foster aspiration, self-confidence, the desire for and the ability to attain higher education, and a commitment to the Puerto Rican community.

In the Aspira program, the Puerto Rican student is not only given a chance to believe in the possibility of his success, he is given the training and support needed to work toward a realistic educational goal.

At the core of the Aspira process are the counseling and leadership development programs.

Educational Counseling

This year a total of 9,071 high school and college students took part in Aspira's in-depth counseling program at Aspira Centers in New York, New Jersey, Philadelphia, Illinois and Puerto Rico. The educational counselor's job is to develop educational and career goals for each high school student through a one-to-one personal relationship. The counselor,

who is a product of the same environment, but has surmounted it and gone on to college and a professional career, is a sympathetic listener as well as an important role model.

In addition, the counseling program provides discussions, workshops, lectures, career guidance, guidance in choosing appropriate high school courses which would aim towards higher education and tutoring. The counselor serves as advocate for the students in high schools and in colleges. Every student is given scholarship and loan counseling so that no Aspirante who wants to go on to college drops out because he can't afford it.

One of the high points of the program in each city is an annual college interview meeting in which as many as 100 colleges and 1,000 students take part. Once in college, the student is helped to adjust, to secure academic services, and is given tutoring if necessary.

The basic objective of the counseling program is to encourage the student to develop career goals, to realize that education is the principal means of achieving these goals, and to help him get that education.

Leadership Development

The Aspira Club program is designed to encourage a sense of identity and to develop the leadership qualities of the Puerto Rican high school student. The clubs are usually based in high schools which have a large percentage of Puerto Rican students. There are also home clubs based in the Aspira Center for students who attend schools without Aspira clubs. Each affiliate is responsible for a specific number of clubs.

Club goals and activities are determined by the students. They deal primarily with educational and community issues of the day. By designing and carrying out their programs, students test and put into practice the new skills they are acquiring.

By taking the floor in elections and discussions, they learn to articulate their ideas, to overcome their shyness, and to use democratic processes to bring about change.

Each club elects representatives to a city-wide Aspira Club Federation and through this they learn the power of united

Statistical Summary of Services in all Affiliates
Fiscal Year 1974/75

Affiliate	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members
Aspira, Inc. of Illinois	637	2,081	528	14	819
Aspira, Inc. of New Jersey	698	1,150	232	17	370
Aspira of New York, Inc.	2,873	2,424	607	33	950
Aspira, Inc. of Pennsylvania	1,735	2,076	179	21	526
Aspira, Inc. of Puerto Rico	750	1,340	462	12	236
Totals	6,693	9,071	2,008	97	2,901

Aspira of Illinois

A summer work-study program provided high school seniors an opportunity to talk with and work with Hispanic health professionals, community health workers, and others in health careers during field trips to medical schools, neighborhood health centers, and pharmaceutical plants. The study part of the program was held in the mornings, with courses in math, English, health and other subjects.

Aspira of New Jersey

A five-week long summer health career internship program in New Jersey provided tutoring in the morning in reading, writing, biology and chemistry. During the afternoons students worked as bilingual interpreters, nurses aides, X-ray technician aides, laboratory aides, recreational aides and in other capacities at participating hospitals.

During the school year the high school Aspira Health Careers Clubs organized several community health drives, testing residents of a ghetto area for various prevalent diseases, such as sickle cell anemia. Regularly scheduled seminars for high school and college students featured experts lecturing on sickle cell anemia, nutrition, venereal diseases and birth control.

Aspira of New York

This affiliate again placed more students in medical school—28—and summer programs for pre-med minority students than other affiliates. Students were accepted at two medical schools which had never accepted mainland Puerto Rican students before, and thirty-seven students from New York, as well as 17 students from New Jersey, were placed in college-sponsored summer programs for pre-med minority students at Cornell, Harvard, Indiana University, Tulane, New York Medical College, and the New Jersey College of Medicine and Dentistry of Newark.

Aspira of Pennsylvania

Temple Medical School students conducted general orientation meetings for high school students interested in medical school, which included information on high school and college curricula and summer programs. Faculty and students at Hahnemann College of Allied Health Professions also presented orientation lectures to Aspirantes in various areas, such as laboratory technology and physician's assistant programs.

Aspira of Puerto Rico

With funding from the Human Resources Administration, a summer program was set up with two island hospitals. Aspira students worked in various departments—nursing, X-ray technology, medical records, physical therapy, occupational therapy, surgery, and laboratory technology.

During the school year, students participated in a tuberculosis test of Aspira students, staff, and members of neighboring service agencies; a Health Careers Conference included speakers from Yale Medical School and the Psychological Institute of Puerto Rico; and a tutoring program was established to prepare pre-med students for the medical college aptitude test.

In many cases, Health Careers counselors at the affiliates are able to carry Aspira's advocacy further into the community. In Chicago, the counselor participated as a member of the Westtown Neighborhood Health Clinic Advisory Committee. In New Jersey, the counselor joined the Board of Hospital and Health Planning Council for metropolitan New Jersey and became a voting member of the Minority Admissions Committee and of the screening committee for the summer program for pre-med minority students at the New Jersey College of Medicine and Dentistry at Newark. In addition, a volunteer national advisory board of Puerto Rican medical professionals helped last year in interpreting the impact of new national health policies on the Puerto Rican community. They also serve as advisors to the staff and as a source of advocacy in placing Puerto Rican students interested in health careers in colleges and professional schools.

National Aspira Scholarship Program

Thirty-eight students from around the country received a total of \$27,000 in low-interest scholarship loans this year, the first year of Aspira's National Scholarship Program. The scholarships ranged from \$150 for a college freshman to \$1500 for a student enrolled in law school, and were given on the basis of personal or family financial need, difficulty in meeting school costs, good academic background or potential, and involvement in community-related activities. Students from each affiliate shared in the scholarship awards.

Aspira of America, Inc.

As the national office of the Aspiras in the United States and Puerto Rico, Aspira of America in 1974-75 sought to establish and expand programs to improve educational opportunities for all Puerto Rican students. Educational policy responsive to the needs of Puerto Rican students is rare and is often the result of a long struggle at the grass roots level. Aspira has long sought an approach that could influence policy and decision-making on a much higher level while it was still being made. A first step is the National Fellows program.

Aspira-Rockefeller Foundation

National Fellows in Education and Legislation

This challenging new program is designed to meet the requirements of Puerto Ricans who want to participate in making educational policy more responsive to the needs of the Puerto Rican community. It was established with a two-year grant from the Rockefeller Foundation and modeled on the National Urban Fellows Program. Six young Puerto Rican men and women were chosen as the first Fellows for the program which started in the summer of 1975. They have worked for ten months as paid interns in key educational policy positions in the offices of the U.S. Commissioner of Education Terrell Bell and Senator Edward Kennedy, among others. In addition, the Fellows will earn a Master of Science degree in Urban Education from Fordham University in New York City upon successful completion of two summers at Fordham during their Fellowship year.

The six Fellows, chosen from 48 applicants, have backgrounds in educational planning, bilingual education, social work, and psychology. One young woman has had a continuing association with Aspira since high school.

Educational policy is made in a variety of places from Congressional committees and the United States Office of Education to state legislatures and state departments of education. Many educational decisions with great implications for Puerto Ricans are made at all three levels of government. Few persons familiar with the problems of Puerto Rican communities are now working at any level. Puerto Ricans do not write the laws, draft the rules, nor monitor the programs authorized by laws. This new Fellowship program hopes to change that.

National Health Careers Program

A three-year grant from the Public Health Service and a two-year grant from the Robert Wood Johnson Foundation this year made a greatly expanded National Health Careers Program possible. At all Aspira affiliates, counseling for careers in medicine and allied health fields now extends from junior high school—where students are motivated to stay in school, to focus on long-range goals, and to take the proper courses in high school—through high school, college, and placement in medical school. When the program was begun four years ago, there were less than 60 Puerto Rican doctors practicing medicine in the United States.

Aspira hopes that Aspirantes, once trained in medical careers and imbued with a sense of community responsibility, will return to the community to meet its urgent health needs. Important, too, are skilled lab technicians, dental assistants, and others in allied health fields who have a commitment to the inner city.

Across the country, a total of 785 students participated in the Aspira Health Career programs in 1974-1975, both during the school year and in special summer programs. Forty-one Aspirantes were placed in medical school by the end of the school year, the highest ever for Aspira. In the previous four years, a total of 68 Puerto Rican students were placed in the leading medical schools in the country through the program. In addition, 30 other Aspirantes chose allied health field studies in two-year institutions and in vocational-technical schools in the health field.

The Health Careers program in each Aspira affiliate provided Aspirantes with exposure—commensurate with the student's age, education, and interests—to different kinds of health careers through internships, field trips, organized meetings, lectures, and career days for high school and college students. Tutoring and help in preparing for entrance exams and supportive counseling were important in all phases of the program. In addition, Health Career counselors in each affiliate maintained a continuing dialogue with officials at many institutions of higher education in order to pave the way for admission of more Aspirantes.

Each affiliate established special programs designed for its particular community. Among them were the following:

Summary of Statistical Chart From Annual Reports
Aspira, Inc. of Illinois

Year	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members	Expenditures per Audited Statement
1971/72	264	693	300	17	397	\$188,972.
1972/73	597	1,054	337	16	502	230,654.
1973/74	325	1,436	213	14	411	117,703.
1974/75	637	2,081	528	14	819	214,041.

Aspira, through its Executive Director, serves on the National Advisory Council for Bilingual Education, which advises the Secretary of Health, Education and Welfare on the implementation and administration of Title VII ESEA (Bilingual Education). The Aspira director was also appointed by Mayor Richard J. Daley to serve on the City's Manpower Area Planning Council—a group of community leaders who advise on the employment needs of Chicago's poor.

Aspira also represents the Hispanic community on the Equal Educational Opportunity Committee of the Illinois

State Scholarship Commission; Health Care for the Poor Committee; Illinois State Medical Society; and Project ONE Advisory Committee, a Boston-based educational TV project aimed at improving math skills among Black and Hispanic children.

Program plans for next year include new vocational education and parent education programs.



High school students at Aspira of Illinois Health Fair

Aspira, Inc., of Illinois

Nearly 70% of the half million Puerto Rican and other Hispanic students in Chicago do not complete high school. But Hispanic students and parents are becoming increasingly aware of the importance of higher education as a means of social advancement. They also realize that Hispanic students in the elementary grades have very low scores in tests of reading ability, and that this reading difficulty becomes an almost insurmountable handicap in the higher grades. In response this year Aspira of Illinois organized a tutorial reading project in cooperation with the Mexican community, and the Aspira-M A C E Bilingual Tutorial Reading Project helped more than 200 children in five elementary schools in Chicago.

Educational Counseling

In 1974-75, 528 Illinois Aspirantes were placed in college or other institutions, a marked improvement over the previous year's total of 213. Two students were placed in medical schools, and over 2,000 students took part in the educational counseling program. Aspira was able to find scholarship and loan assistance for the majority of the new college students, making college financially possible for them.

Leadership Development

There were 14 Aspira Clubs, composed of 819 members, in Chicago this year. Among the activities of the clubs this year were surveys in their neighborhoods, which gathered information on the history of the area, population, lay leadership, institutions, special problems, and possible projects for Aspira. Hispanic cultural activities were also an important part of the clubs' program this year.

The Tilden High School Aspira Club, for example, held a "Copaebana" festival which included a talent show, folkloric dancing, skits, and food. Other clubs held educational and career workshops, led by representatives from such universities as Yale, Harvard, and the University of Illinois. The Kelynn Park and Harrison High School Aspira clubs held poetry and literature workshops and recitals conducted by writers and artists from the Puerto Rican community. The Gage Park Aspira Club organized a Puerto Rican library as well as tutoring sessions for students in chemistry, mathematics, and English. An arts festival co-sponsored by the Latin American Arts Association was held in the spring.

Other clubs organized seminars, dances, charity drives, and a variety of cultural events.

Bilingual Tutorial Reading Project

Funded by the U.S. Office of Education, this project provided individual bilingual remedial reading work for more than 350 children in schools where the population is more than 70% Spanish-speaking.

Aspira recruited and trained 173 bilingual tutors from universities, colleges, and high schools to work individually with children who have a one- to three-year lag in their reading level. Although many Chicago classroom teachers have been trained in special learning skills, their effectiveness is limited by time pressures and the vast amount of help their pupils need. Specific reading prescriptions, arrived at jointly by classroom teachers and the project staff, are implemented by the tutors.

The project is also designed to reinforce a participating school's existing Bilingual Education Program. The project provided paraprofessional help for five elementary school principals and 25 participating teachers.

For the 1975-76 school year, Aspira plans to expand the project to serve more than 500 children in ten elementary schools, using about 250 tutors.

Summer Program

One hundred students took part in Aspira's summer program at the University of Illinois, Chicago Circle Campus. The curriculum included language arts, mathematics, history and culture of Puerto Rico and Latin America, creative arts, and health. To gain practical experience, the Aspirantes worked as tutors in five elementary schools, a commercial silk screening workshop, an arts and crafts studio, and in hospitals and clinics as part of the Health Careers program. For their work, they earned a stipend from the Mayor's Summer Youth Employment Program.

Educational Advocacy

As one of the most stable and established Hispanic community organizations in Chicago, Aspira is often called upon as spokesman in many areas of community development and education.

Summary of Statistical Chart From Annual Reports
Aspira, Inc. of New Jersey

Year	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members	Expenditures per Audited Statement
1971/72	395	835	123	9	320	\$164,725
1972/73	395	822	233	12	310	224,368
1973/74	570	707	197	14	368	205,449
1974/75	698	1,150	232	17	370	254,650

and their communities that year. Each club brings its ideas to the Aspira Community Organizer who attends all club meetings as well as committee meetings that are held at the Aspira Centers after school or on Saturdays.

Among the many club programs this year were the mobilization of South Ward Hispanic residents for a health testing project sponsored by Aspira of New Jersey and the Health Education Office of New Jersey. Cultural committees at many clubs planned a "Tres Reyes" Day at their schools to illustrate the symbolism and beauty of the Three Kings tradition in Puerto Rico.

Club members also participated in trips to various colleges. They spent a weekend at Princeton, and they traveled as a group to New York University for interviews. All of this exploration of higher education coalesced in a very success-

ful annual College Fair, sponsored by Aspira, at which many colleges presented information and interviewed potential applicants.

Parent Participation

Gaining recognition of the needs of Puerto Rican students in Newark schools has been difficult, but parents of Aspirantes organized this year to attempt it. At one High School, for instance, where Puerto Rican students are only 7% of the enrollment, causing little attention to be paid to their needs, Aspira parents formed a committee to gain support for the hiring of a Puerto Rican history teacher and for improvements in the curriculum. The efforts of the parents resulted in a Puerto Rican history course and new books for the course. Consideration was also being given to establishing a bilingual program at this high school as a result of the combined Aspirante-parents' efforts.



Two Aspirantes work at a hospital clinic in New Jersey in Aspira's Health Careers Program.

Aspira, Inc., of New Jersey

The total population of New Jersey, an estimated 7.4 million in 1975, is slowly declining, according to U.S. Census figures, but the number of Puerto Ricans in New Jersey is steadily increasing. A survey completed in 1975 by the Puerto Rican Congress counted 559,487 Puerto Ricans in the state, compared to 225,124 counted in a 1969 survey. Despite the increase in numbers, however, some things haven't changed--the Puerto Rican population is still young, poor, and not very well educated.

Faced with a need for educated Puerto Ricans to change the economic and political realities in New Jersey, to establish role models for aspiring young people, Aspira of New Jersey sees itself as a facilitator, providing counseling and leadership programs for Puerto Rican youth.

Nearly half the Puerto Ricans in New Jersey are of school age and the New Jersey schools are not doing enough to educate them. A 1972 study found that in selected New Jersey school districts, 62% of the Puerto Rican first graders were reading below grade level. By the sixth grade, instead of progressing, they have fallen further behind. 80% were reading below grade level.

The level of education received by the Puerto Rican child in New Jersey is directly related to the family's income. New Jersey relies heavily on local property tax revenues to support its public school system. As a result, people living in the poorer localities have less money to support their schools. In 1973, the New Jersey Supreme Court declared that the current method of financing the state's public school system violated the New Jersey Constitution. The state, however, has been slow in establishing a new system of support for the schools.

Despite these difficulties, the results of Aspira of New Jersey's efforts this year have been heartening. A total of 232 students were placed in college--reflecting an 80% acceptance rate for Aspira's counselees, and 90% of them received financial aid from their colleges with Aspira's help. Because of the great financial need among these students, the average size of the financial aid packages was \$2,300 per student.

Aspira was also successful this year in increasing the number of clubs: the club membership and the counseling case load.

Educational Counseling

At Aspira's Essex County Center in Newark, 50% of the nearly 300 students who took part in the educational counseling program were seniors. Of these, 136 applied to college and 109 were accepted. A major aim of the counseling program was to inform Aspirantes of the great variety of possible career choices available to them to help motivate and direct their pursuit of higher education.

The Passaic County Center was able to place Aspira counselors in two high schools this year. There they were able to acquire office space and other facilities and were available to students during homeroom, study periods, and before and after classes. In addition, 472 students received educational counseling at the Passaic Center. Of these 214 were seniors, all of whom applied to college. More than half were accepted.

Drop-out Prevention Counseling

A special counseling program was started in January which provides personal and family counseling to 172 Puerto Rican students who are potential school drop-outs and who face other personal and social problems. Social workers, community organizers, and a consulting psychologist work with the students and their families, helping them to establish realistic educational goals, to develop motivation, and to resolve family problems so they can work together as a cohesive family unit.

Leadership Development

Aspira's clubs in New Jersey increased to 17 this year, three more than the previous year, with more than 370 members participating in the program. In addition to those who were official members, many other Puerto Rican students took part in one or more of the activities, identifying with the Aspirantes, but for various reasons attending club meetings and activities irregularly. The majority of these students have part time jobs or other family responsibilities which sometimes interfere with their regular participation.

At the beginning of each school year, Aspira Club officers in New Jersey and the other affiliates receive a training program in how to run a club, its dynamics and philosophy, and the duties and responsibilities of officers.

The year's program for each club is based on the club members' interest and the needs they perceive within the school.

Summary of Statistical Chart From Annual Reports
Aspira of New York, Inc.

Year	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members	Expenditures per Audited Statement
1971/72	5,076	5,206	1,065	36	2,800	\$ 973,146
1972/73	3,610	7,712	1,102	36	2,500	1,087,405
1973/74	3,340	6,475	719	36	1,019	971,631
1974/75	2,873	2,424	607	33	950	1,125,226

This year the use of standardized tests and attitude surveys has been intensified, resulting in the placement of some students in careers they might not have thought of before. An emerging interest is being shown in alternative non-college educational programs, such as in vocational and technical schools, armed services careers and other types of non-liberal arts education.

At the same time, graduate and professional school placement has increased by half over last year for a total of 83, compared with 51 last year. In this year's group, 28 students entered medical school, and Aspira of New York placed 607 Aspirantes in college and helped to get a total of \$735,710 in financial aid for all the students.

The Graduate Schools Conference was held in February and provided an opportunity for 350 students to meet with admissions officers from graduate schools throughout the country. The Annual College Conference drew 1700 students, 500 more than last year.

The Basic Skills Center held workshops on a number of subjects including curriculum selection, remedial reading, math, term paper composition and study techniques. Other workshops were conducted on test-taking including the PSAT, the SAT, and the Miller Analogies Test.

Leadership Development

The city-wide Aspira Clubs Federation (ACF) swung into spirited action in September in an emergency drive to provide clothing for victims of the Honduras hurricane which struck Puerto Rico. In a school-related issue, the ACF conducted an analysis of education in the Archdiocesan Catholic High Schools, which led to a better understanding of the role of parents in the education of the children and a closer working relationship between school and parents.

The ACF held its annual conference at New York University in November, with 110 students participating. This year, the students requested seminars on student rights, sex education careers and the role of women. The Aspira Borough Centers in Manhattan, the Bronx, and Brooklyn offered these as well as tutoring programs, film festivals, forums on such subjects as International Women's Year, and law enforcement and workshops on Puerto Rican history, drama and creative writing.

A cultural component was added to the leadership program at the Borough Centers, offering workshops in dance, poetry, silk screen, photography, painting, theater, folkloric rhythm, costume design, leather crafts and journalism, which led to the publication of a newspaper, *El Aspirante*. The workshops were all related to the culture of Puerto Rico and became a significant step towards developing cultural identity among the participants.

The Aspira Parent Training Institute

The Parent Training Institute was another effort by Aspira to help involve Puerto Rican parents in the education of their children. The pilot program was started on the Lower East Side of Manhattan, which has an 80% Puerto Rican school population. The program aims at the reduction of racial and cultural isolation of parents and works toward school integration. Chinese and Black parents, who make up much of the rest of the school district's population, also participated.

Parents are trained in how to exercise their rights and responsibilities, and how to take a more active part in the education of their children, both as individuals and as members of Parent Associations.

Planning, Evaluation and Research

Aspira of New York received a grant from the Carnegie Corporation of New York to create a Planning, Evaluation and Research Unit to function with the help of an advisory council.

The main functions of the unit are a continuous process of planning and evaluation which help Aspira plan the development of new activities, to integrate them effectively into the existing structure, and to develop materials for data collecting and evaluation.

A second goal is the development of additional programs to help the Hispanic community in New York City to meet many of its needs. In the leadership program, this unit has analyzed the profiles of the Aspirantes and their opinions of the program and its effectiveness within the community of young Puerto Ricans in New York. Preliminary research has been done to study areas of need in the Hispanic community in relation to those services Aspira could provide, such as adult education, peer counseling techniques, and self-image awareness.

Aspira of New York, Inc.,

The Bilingual Education Consent Decree and the related issues of bilingual education occupied center stage in Aspira of New York's activities this year. Despite a lack of financial resources, Aspira mounted a community education campaign and attempted to monitor the Board of Education's compliance with the order to provide bilingual education to all Hispanic children in the New York City schools who were unable to participate effectively in English.

The Aspira Parent Training Institute, the newest Aspira program, cooperated with 25 community organizations, particularly with the United Parents Association in School District I, a predominantly Hispanic school district on the Lower East Side of Manhattan. Parents were trained in how to exercise their rights and responsibilities and how to take a more active part in the education of their children, both as individuals and as members of the Parent Associations.

Bilingual Education Consent Decree

The Bilingual Education Consent Decree was signed by Federal District Court Judge Marvin Frankel in August, 1974. It was the result of a class action suit against the Board of Education, brought by Aspira of New York, Aspira of America, and Puerto Rican parents and students, with the aid of the Puerto Rican Legal Defense Fund. The bilingual education plan, on which the decree was based, reflected months of research and consultation with education experts and community leaders by Aspira of New York after the agency and the Board of Education were directed by the Court to prepare a plan.

During the initial implementation of the decree, Aspira attempted to keep in constant touch with the community, explaining the objectives of the program to parents, checking on whether tests were actually being administered, whether programs were being set up for the fall, and whether properly qualified teachers were being hired for the program.

As the school year ended, more than 85,000 Spanish-speaking children in New York City public schools were found to require the bilingual classes, although other children still had not been tested. The responsibility was based on their inability to participate effectively in the learning process because of their difficulty with English as well as on their ability to participate more effectively in Spanish.

Under the program, reading, writing, speaking, and understanding English are to be taught through a well-designed, intensive course. But the children will also be taught to be proficient in their first language—Spanish. Other subjects will be taught in Spanish as well as in English until the student has obtained the requisite level of English fluency. The children will be tested each year for their proficiency in English and, if they have improved sufficiently, may be placed in English-dominant classes.

One quarter of the total New York City school population is Puerto Rican. Of these, 250,000 Puerto Rican children, 60% have been dropping out of school before finishing high school. Only 15% of Puerto Ricans in New York had earned a high school diploma by 1970, according to the U.S. Census. Bilingual education is aimed at changing this picture and consequently improving the educational, social, and economic progress of the Puerto Rican community.

Other non-English speaking groups in the city have shown interest in the Spanish bilingual program and Aspira has met and shared information with members of the Chinese, Haitian, Italian, and Greek communities who feel their children are also being ignored by the city's public schools.

Aspira's Educational Opportunities Center

The A.E.O.C., which combines the former Scholarship and Loan Center, the College Retention Center, and the Basic Skills Center, grew stronger this year with the development of the Specialized Counseling Services. The counselors at the Center were given the opportunity to participate in a Master's Degree program at Queens College, and the experience gained through the college program has proved to be an invaluable asset to the counseling staff. The expertise and confidence the staff developed through the program has resulted in providing students with wider educational opportunities.

Senior counselors advise and inform high school seniors who are entering college about college admissions and careers. College counselors provide personal counseling to students in college. Graduate counselors provide vital information to help the students enter into graduate schools, masters' programs and more. Health career counselors advise on all aspects of the medical and health professions, and all the counselors serve as advocates for the students in their areas, opening up placement possibilities in colleges, seeking scholarship aid, and working out problems as they arise.

**Summary of Statistical Chart From Annual Reports
Aspira, Inc. of Pennsylvania**

Year	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members	Expenditures per Audited Statement
1971/72	127	367	80	10	500	\$ 86,159
1972/73	357	744	150	14	750	98,519
1973/74	361	1,210	145	14	750	144,028
1974/75	1,735	2,076	179	21	526	160,000

Representatives from each Aspira Club located in junior and senior high schools throughout Philadelphia also attended the annual convention of the Aspira Clubs Federation, which was held this year at Temple University.

Cultural Identity

A cultural workshop program, prepared by Aspira, was presented to a number of schools and community centers in the District One Ethnic Studies Project. Coordinated by the School District's Human Relations Department, it involves both public and parochial school students. Aspira's community organizers were asked to develop and implement the Puerto Rican component for this program. Seasons from one high school participated in the workshops at the Aspira Center and then used much of the material to give a presentation of their own at their school.

The Murals Painting Project, initiated by the students, will decorate the entire Aspira center. Students studying Puerto Rican history painted a mural of old San Juan, including El Morro, the famous fort. Another mural depicted the three races which comprise the ethnic makeup of the Puerto Rican population—Indian, Spanish, and African.

Educational Counseling

A record number of students, over 1700, took part in the educational counseling program this year. One of the highlights of the program, the Aspira College Conference, was held in November at Temple University. Over 400 students attended and 50 colleges and other schools sent representatives. Among them were Harvard, Yale, Cornell, and Columbia, and other colleges in and out of the state. Students listened attentively as each representative described the programs his or her school offered. A college selection workshop, a financial and opportunities workshop, clinics to prepare students for college entrance exams, and help in filling out applications aided 179 Aspira members to be placed in college this year.

Junior High School Retention Program

Over 60% of the Puerto Rican students drop out of Junior High School in Philadelphia. Since efforts to get more Puerto Rican students into college are pointless if so many are lost before high school, a Junior High School Retention Program was started last year in three schools. From the start an excellent rapport developed among the Aspira counselors, teachers, principals, and club members in those schools.

This year the program gained even more support. A new club was started in a fourth school.

The junior high school clubs motivate the students to continue their education, to develop leadership skills, self identity, and awaken a commitment to the Puerto Rican community.

The students participated in a number of general Aspira activities, including the Puerto Rican Day Parade, the march for a new Edison High School, the College Conference, the Leadership Development Conference, and the Annual Achievement Awards Ceremonies. The junior high school clubs had a total membership of 101 this year. Of these, 81 matriculated into high school and 10 continued into the next junior high grade level, for a success rate of 90%.

Summer Program

A successful summer program proved to be both an exciting and educational vacation for junior and senior high school students who took part. Among them were 35 students who were in the Neighborhood Youth Corps program. These students were able to be paid a stipend while learning about themselves, other cultures, and educational opportunities. Aspira counselors held college and career orientation workshops for them in the morning and Right to Read tutors helped them improve their reading skills in the afternoon.

Good attendance earned the students the opportunity to go on weekly field trips to places of interest, and attendance was excellent. The trips took them to Washington D.C.'s Smithsonian Institute, the Promenade Theater in New York, Great Adventure in New Jersey, and many other exciting and awakening, culturally different places. The summer program ended with a most enjoyable and educational trip to Montreal, where the students found a city that was successfully bilingual and bicultural. Inspired, they felt, for their own goals.

For all, it was a "growing" summer, and one in which they saw a little more clearly the problems to be overcome and the benefits to be gained by continuing their education.

Aspira, Inc., of Pennsylvania

For the first time Puerto Rican high school students and members of Aspira of Pennsylvania took the lead in advocating for better educational facilities. The well-organized campaign united Puerto Rican, Black and white students, teachers, principals, counselors, and the Board of Education behind the Aspirantes' efforts to get a long-promised new building to replace an antiquated high school. Their aim was to persuade the Mayor to approve a site on cleared urban renewal land that both the Board of Education and the Planning Commission favored for a new school.

Although by the end of the year the campaign had not yet caused the Mayor to change his mind, the students were tremendously encouraged by the success of their organizing efforts, by the support they won in the educational establishment, and by the sympathetic press coverage they received for their well-documented speeches before the Board of Education. For many of these youngsters, it was the first "real life" demonstration of how they could use the democratic process and moral persuasion to bring about change in something that was very important to them and to the community at large.

For Aspira, it was a direct illustration of many of the points that had been stressed in Aspira's leadership development programs—marshalling one's arguments, persuading others of their merit by presenting them clearly and as eloquently as possible, and standing up for what one believes is right.

It was an alert Aspira counselor who helped harness anger that was building up over the condition of the school and helped turn it to a more constructive course. An old wooden structure with falling ceilings, Edison High School was left for the use of the Puerto Rican and Black communities when a new school was built across town, taking with it the name, traditions, and trophies of the school that had once occupied the old structure. The current school population is 15% Puerto Rican, 80% Black, and the balance white.

The Aspirantes organized a march and rally from Edison High School to City Hall in November. Despite freezing weather, 300 students, parents, teachers, and community leaders took part. The Mayor did not meet with them.

The students then wrote and presented a play under the direction of the Aspira counselor, dramatizing the issues for other

students in the school. In December, January, and February, a group of students appeared before the Board of Education, and in well-presented speeches pointed out that the community had been waiting for a new school for six years. The Board passed a unanimous resolution directing its lawyers to take action against the City Solicitors.

In February, the students held a mock auction which was well-covered by the media, in the school yard, auctioning the high school off to the highest bidder. The winning bid was a fallen dead leaf.

The entire issue generated greatly increased interest in Aspira's activities and services among Puerto Rican high school students in Philadelphia. Such optimism about, and involvement in, education is not the usual state of mind among Puerto Rican students in that city. There are approximately 100,000 Puerto Ricans in Philadelphia, with a median age of 16. If they follow past patterns, a majority will drop out before completing high school. Only 16% of Puerto Ricans, 25 years old or above, living in Philadelphia, were high school graduates according to the last U.S. Census, and only one percent had earned college degrees. However, the Puerto Rican community is becoming increasingly aware of the importance of higher education as a means of social advancement. Aspira offered a wide variety of support and services this year to strengthen this point of view, as well as a sense of Puerto Rican identity.

Bilingual Education Suit

The Puerto Rican community, actively assisted by Aspira and its lawyers, the Puerto Rican Legal Defense and Education Fund, brought a class action suit against the Philadelphia Board of Education in January, seeking bilingual education in the public schools for all Hispanic students who cannot understand or participate effectively in lessons conducted only in English. The suit provided a catalyst for the entire community, stimulating a great deal of new interest and determined optimism in improving conditions for Hispanic school children in Pennsylvania.

Leadership Development

The annual weekend Leadership Development Conference for students was held in February at Appels Farm in Elmer, New Jersey. Three workshops were given each day on such subjects as education and careers, Puerto Rican culture, and the qualities of a leader.

Summary of Statistical Chart From Annual Reports
Aspra, Inc. of Puerto Rico

Year	Intake	Cumulative Caseload	College Placement	Number of Clubs	Number of Club Members	Expenditures per Audited Statement
1971/72	277	597	63	12	500	\$142,598
1972/73	153	750	74	12	750	165,726
1973/74	1,541	1,280	171	12	418	205,263
1974/75	750	1,340	462	12	236	306,518

to plan an action-oriented campaign. In each of these cases, Aspirantes became the leaders, not only within their own clubs, but for the student bodies as a whole.

Club activities included a variety of other things as well—such as a film series, a photography safari, a conference on women's liberation and on the participation of women in the labor movement, visits to a petrochemical plant and to copper mines, attendance at the theater and the Ballet Folklórico Areyto, and the production of plays and a photography exhibit.

The theater group "Taller Cualquiera" is a unique group of amateur actors, directors, producers, and playwrights who are part of the Leadership Development Program. They rehearse almost every day after school, demonstrating amazing discipline, hard work, and their commitment to their goals as actors with a message. This year they presented two of their own plays and two by contemporary authors. Although they prefer to present their plays in low income communities, they also receive great applause when they appear at the University of Puerto Rico's theater.

Educational Counseling

As the school year progressed, high school seniors found that their major interests lay in applying to and preparing themselves for college entrance. Many of the students had low academic indices but high aspirations for college entrance. At orientation seminars, counselors discussed the different educational opportunities available at public and private universities as well as at technical and vocational schools on the island. Students were helped to fill out economic assistance forms since most qualified for Federal Basic Educational Opportunity Grants. Applications were filled in and processed and fee exemptions were obtained for those who most needed them.

In order to help students choose the career most suited to their aptitudes and needs, a vocational interest test was administered, and the results were evaluated. A variety of professionals addressed the students and talked about their own experience in their particular fields.

Students with very low academic indices were given special attention, including special sessions on vocational and technological opportunities. They were also encouraged to take

the Department of Education's exams in various subjects, after special preparation, in order to raise their averages. Other students were given individual evaluations as well, and role playing sessions were held to prepare them for college interviews.

Visits to college campuses, seminars on such topics as "Education and Poverty," and a program to involve them in the cultural aspects of Puerto Rican life were also included in the year's activities. A three-day encampment in Aguas Buenas during May culminated the program. The result of all the activity and the proof of its effectiveness was the placement of 462 Aspirantes in college, more than double last year's placement of 171.

Tutoring and Curriculum Design Program

Aspra's tutoring program received greater cooperation and support from the Board of Education on the district level this year. The facilities of the Federico Asenso school, for example, were provided for the evening courses, and the tutoring supervisor was invited to be part of the school district citizens' committee. An increasing number of organizations and agencies, such as the Department of Human Resources, referred students who need Aspra's services.

The program started this year with a somewhat demoralizing blow. Funds which had been promised for such things as audio visual aids and equipment, educational materials, and the hiring of consultant specialists in teaching techniques were reduced. Nonetheless, the recruiting was effective, the schools were enthusiastic about the project, and the students saw it as the only thing that could help them.

The program was designed to provide individualized teaching to lower income students who needed help to overcome academic deficiencies accumulated throughout their school years. The extraordinary demand for the program is indicative of the educational crisis in Puerto Rico. Only 50% of the students who enter the first grade stay in school through ninth grade and only 30% graduate from high school. The school dropout situation is aggravated by the high unemployment rate.

This year the government declared a policy of austerity, greatly affecting the Board of Education and eliminating evening programs. As a result, those students who have to work and to stay in school, have no other alternatives for studying.

Aspira, Inc., of Puerto Rico

This was a very successful year for Aspira of Puerto Rico. The number of students placed in college more than doubled. The Department of Education accredited Aspira's Upward Bound Program for Veterans. Aspira won a tremendous victory when the Rio Piedras campus of the University of Puerto Rico decided to modify its admissions formula to allow public high school students more opportunity. The Chancellor of the University said at a press conference, in answer to much criticism from the press, that many Aspira students had done high quality work and that this proved that disadvantaged youth can be college material.

In past years, the publicly-supported University has had such high admissions standards, and the public high schools did such an inadequate job of preparing students from poor and culturally disadvantaged homes, that few students other than those from private high schools were able to enter the University. For years Aspira has been working to rectify this situation, campaigning to change University officials' attitudes and providing tutoring for the poor students.

In Puerto Rico, as elsewhere, Aspirantes come from families that earn a very low income, have little educational background, and suffer from the disadvantages that grow from a combination of those factors. More than half the Aspirantes in Puerto Rico this year came from families that earned less than \$4,000. Few of the others earned as much as \$7,500 for the year.

This year hundreds of students came to Aspira headquarters asking to enroll in the tutoring program. They were referred by youngsters who had benefitted from Aspira's services the previous year. Since there is room for only 200 students a year in the tutoring program, and others were recruited from nearby schools and communities, the final selection was based on their academic records, their cultural need, and their economic backgrounds. Two other programs, the Marine Careers Program and the Curriculum Design Program, made a great deal of progress.

Leadership Development

The Aspira Clubs in Puerto Rico take two forms, those that are in high schools and those that are in housing developments or other community centers. Several of the high school clubs are publishing newsletters to inform students of school issues and opportunities and to provide a forum for developing self-expression.

One of the indicators of success of the clubs, strangely enough, is the opposition by school authorities. As contradictory as it may seem, a "change agent" is not a favorite with protectors of the *status quo*. In Aspira's case the situation is even more complicated. Aspira counselors and organizers are allowed to work in most schools, but when students start increasing their level of awareness and proceed to make legitimate demands, the relationship becomes affected. It is soon re-established by the deliberate efforts of the staff, by the appeal that Aspira's services have for school personnel, and by the good reputation Aspira enjoys.

In Ramon Power High School, the Student Bulletin published by the Aspira Club vividly describe the serious problems the students face, and they have had a great impact on the school. The Bulletin has become an authentic creator of opinion in the school. The problems which have been most candidly analyzed in the Bulletin concern the poor health conditions, the lack of access to the library, the lack of educational materials, and the danger of automobile traffic in the area of the school. The school administration has reacted with genuine hostility. The willingness to speak out has greatly increased participation in the club and the members have lost their initial timidity and acquired confidence.

At the Juan Ponce de Leon High School, where the school administration was initially opposed to the publication of the Bulletin, the Aspirantes decided to involve themselves in a campaign for the long-promised reconstruction of the ball field. Their March issue, for instance, was a review of efforts of previous groups, unfulfilled government promises and interviews with students, teachers, and administrators. It demonstrated that the majority of the school favored reconstruction of the ballfield. As a result, the school principal wrote a letter seeking action from the superintendent of school. The members of the group find themselves acting each time with greater confidence. They have improved journalistically, express the needs of the students better, and conduct periodic interviews with the administration.

Another kind of self-expression was explored by the Albert Einstein Aspira Club, where a series of group dynamics sessions were held. As the year progressed, formerly shy students were expressing themselves with greater facility, all were willing to listen to the opinions of others, and a student voice was created in the school. At that point, the students began



Because of the great disparity in the students' levels of preparation, the teachers and counselors decided that the tutoring course should be directed toward the below average high school student, even though they may not have a chance of being accepted in the university, because this is the student who has always been pushed aside in school.

The need to create a class where the student is able to discuss a diversity of themes and the group's lack of general knowledge was evident, judging from a very positive reaction to the lectures and the extra-curricular activities.

The tutoring program has a special component—curriculum design and the production of individualized instructional materials. Eight specially-trained teachers administer diagnostic tests to each new group of students in Spanish, English, math and science, so that each student may work at his own pace to learn what he has to know to graduate from high school or to take college entrance tests.

The materials are culturally adapted to the disadvantaged students in the program. No such individualized materials are available in the public schools of Puerto Rico, which are far more traditional in their approach to education. The program is trying to obtain certification from the Board of Education.

Upward Bound for Veterans

For the first time since Aspira started the Upward Bound Program for Veterans, the program was offered completely under Aspira's supervision. Teacher recruitment and supervision were formerly done by the University of Puerto Rico, which also offered the use of its facilities. The change was caused by several factors. Funds were cut and the courses at the University were much more expensive. The relationship with the University did not commit it to accepting students, but it created false expectations on the part of the students. Aspira therefore sought and received accreditation by the Board of Education and the Veterans Administration for the change.

A total of 151 students, recruited with the cooperation of the Veterans Administration and the Labor Department Employment Agencies, took part in three different courses during the year. They studied English, math, Spanish, science, preparing the students either to take the College Board exam, which was the original objective, or the high school equivalency exam, which some participants took.

Marine Careers

Aspira started a small, pilot Marine Careers program in June 1974 with a two-year grant from the Commonwealth of Puerto Rico. Aspira's aim is to help the island use one of its most precious resources, the sea, while at the same time taking young people from the low income community and creating skilled, specialized technical workers to help develop the island's food production. There is a dire need for sea captains who understand sophisticated techniques of commercial fishing, navigation, and other aspects of seaman-ship. More than half the island's seafood is now imported.

Five of the Aspirantes who were enrolled in the program this year spent two weeks at the United States Naval Academy at Annapolis to learn the latest navigational techniques. A grant from IBM paid their way, and most would now like to go to Annapolis.

Aspira of Puerto Rico's Marine Careers program trains students in modern seafaring skills.

Combining Statement of Support, Revenue and Expenses, and Changes
in Fund Balances (Note 1) for the year ended June 30, 1975

Aspira of America, Inc. and
Affiliates Combined

	Unrestricted	Restricted	Total
Public support, grants and revenue			
Government grants	\$293,608	\$1,290,306	\$1,583,914
Corporations and foundations	407,738	450,493	858,231
Labor unions and community	21,694	103	21,797
Interest and other	10,313	8,191	18,504
	<u>733,353</u>	<u>1,749,093</u>	<u>2,482,446</u>
Transfers from Aspira of America, Inc.			
Total public support, grants and revenue	<u>733,353</u>	<u>1,749,093</u>	<u>2,482,446</u>
Expenses			
Program services	245,997	1,482,307	1,728,304
Supporting services			
Management and general	437,609	41,158	478,767
Fund raising	101,667	28,489	130,156
Total supporting services	<u>539,276</u>	<u>69,647</u>	<u>608,923</u>
Total expenses	<u>785,273</u>	<u>1,551,954</u>	<u>2,337,227</u>
Excess (deficiency) of public support, grants and revenue over expenses	(51,920)	197,139	145,219
Other changes in fund balances			
Capitalization of equipment purchased in prior years (Note 2)	7,216	1,764	8,980
Depreciation on assets capitalized in prior years (Note 2)	(41,185)		(41,185)
Unrecorded grant receivable at June 30, 1974		4,125	4,125
Transfer of restricted funds to an unrelated organization established to perform fund purpose		(4,225)	(4,225)
Adjustment of interfund accounts arising from prior year misclassifications	13,215	(13,215)	
Transfer of funds	(8,018)	8,018	
Fund balances (deficit), June 30, 1974	<u>314,798</u>	<u>217,411</u>	<u>532,209</u>
Fund balances (deficits), June 30, 1975	<u>\$234,106</u>	<u>\$ 411,017</u>	<u>\$ 645,123</u>

See notes to combining financial statements

Aspra of America, Inc and Affiliates (Note 1)
Combining Balance Sheet,
June 30, 1975

Aspra of America, Inc and
Affiliates Combined

	Unrestricted	Restricted	Total
Assets			
Cash and cash equivalents	\$181,124	\$338,690	\$ 519,814
Grants and contributions receivable	24,566	529,008	553,574
Loans to students		25,746	25,746
Interaffiliate receivables (payables)			
Interfund receivables (payables)	(4,181)	4,181	
Land and buildings (Note 2)	131,009		131,009
Less, Accumulated depreciation	(21,763)		(21,763)
	109,246		109,246
Office furniture and equipment (Note 2)	66,691	29,656	96,347
Less, Accumulated depreciation	(17,605)	(5,328)	(22,933)
	49,086	24,328	73,414
Other assets	7,131	2,862	9,993
Total assets	<u>\$366,972</u>	<u>\$924,815</u>	<u>\$1,291,787</u>
Liabilities and Fund Balances			
Accounts payable and accrued liabilities	\$ 87,486	\$ 13,934	\$ 101,420
Pension contributions payable (Note 3)	3,323		3,323
Financing agreements (Note 5)	15,425		15,425
Mortgages payable (Note 4)	13,970		13,970
Contributions designated for future periods	12,662	499,864	512,526
Total liabilities	132,866	513,798	646,664
Fund balances (deficits), June 30, 1975	234,106	411,017	645,123
	<u>\$366,972</u>	<u>\$924,815</u>	<u>\$1,291,787</u>

See notes to combining financial statements

Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
\$ 47,654	\$125,883	\$173,537	\$ 3,105	\$ 5,254	\$ 8,359	\$49,032	\$ 6,609	\$55,641
	142,505	142,505	9,112	55,786	64,898		4,825	4,825
(29,235)	29,235		11,488	(11,488)		6,250		6,250
113,817		113,817	17,192		17,192	(4,875)	4,875	
<u>(17,694)</u>		<u>(17,694)</u>	<u>(4,069)</u>		<u>(4,069)</u>			
96,123		96,123	13,123		13,123			
6,332	10,022	16,354	6,108		6,108	2,580	3,834	16,414
<u>(1,902)</u>	<u>(832)</u>	<u>(2,734)</u>	<u>(3,831)</u>		<u>(3,831)</u>	<u>(1,259)</u>	<u>(4,205)</u>	<u>(5,464)</u>
4,430	9,190	13,620	2,277		2,277	1,321	9,629	10,950
3,953	850	4,803	30	108	138		500	500
<u>\$122,925</u>	<u>\$307,663</u>	<u>\$430,588</u>	<u>\$39,135</u>	<u>\$49,660</u>	<u>\$88,795</u>	<u>\$51,728</u>	<u>\$26,438</u>	<u>\$78,166</u>
\$ 29,275	\$ 560	\$ 29,835	\$ 873	\$ 1,748	\$ 2,621	\$ 1,301	\$ 4,990	\$ 6,291
2,053		2,053						
13,970		3,970						
	<u>142,505</u>	<u>142,505</u>	<u>7,112</u>	<u>49,586</u>	<u>56,698</u>			
45,298	143,065	188,363	7,985	51,334	59,319	1,301	4,990	6,291
77,627	164,598	242,225	31,150	(1,674)	29,476	50,427	21,448	71,875
<u>\$122,925</u>	<u>\$307,663</u>	<u>\$430,588</u>	<u>\$39,135</u>	<u>\$49,660</u>	<u>\$88,795</u>	<u>\$51,728</u>	<u>\$26,438</u>	<u>\$78,166</u>

Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
\$28,140	\$195,572	\$223,712	\$42,869		\$42,869	\$10,324	\$ 5,372	\$15,696
	307,773	307,773	15,386	\$1,981	17,367	68	16,138	16,206
	25,746	25,746						
(6,250)	(8,011)	(14,261)		5,764	5,764		2,247	2,247
			7,932	(7,932)		10,509	(10,509)	
30,646	1,613	32,259	3,661	856	4,517	17,364	3,331	20,695
(3,142)	(81)	(3,223)	(237)	(43)	(280)	(7,234)	(167)	(7,401)
27,504	1,532	29,036	3,424	813	4,237	10,130	3,164	13,294
1,957	1,245	3,202	132		132	1,059	159	1,218
<u>\$51,351</u>	<u>\$523,857</u>	<u>\$575,208</u>	<u>\$69,743</u>	<u>\$ 626</u>	<u>\$70,369</u>	<u>\$32,090</u>	<u>\$16,571</u>	<u>\$48,661</u>
\$ 5,159		\$ 5,159	\$25,923	\$1,141	\$27,064	\$24,955	\$ 5,495	\$30,450
1,270		1,270						
15,425		15,425						
	<u>\$307,773</u>	<u>307,773</u>				<u>5,550</u>		<u>5,550</u>
21,854	307,773	329,627	25,923	1,141	27,064	30,505	5,495	36,000
29,497	216,084	245,581	43,820	(515)	43,305	1,585	11,076	12,661
<u>\$51,351</u>	<u>\$523,857</u>	<u>\$575,208</u>	<u>\$69,743</u>	<u>\$ 626</u>	<u>\$70,369</u>	<u>\$32,090</u>	<u>\$16,571</u>	<u>\$48,661</u>

Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
\$ 50,000	\$729,364	\$ 779,364		\$54,800	\$ 54,800	\$ 55,664	\$195,940	\$251,604
36,721	205,174	241,895	\$19,637	15,000	34,637	15,334		15,334
2,165		2,165	10,687	103	10,790	25		25
8,320	1,971	10,291	202	4,019	4,221			
97,206	936,509	1,033,715	30,526	73,922	104,448	7,023	195,940	266,963
56,250	35,263	91,513	8,500	21,959	30,459	19,336	20,219	39,555
53,456	971,772	1,125,228	39,026	95,881	134,907	90,359	2,6159	306,918
	926,233	926,233	8,193	98,826	107,019	101,164	173,756	274,920
168,128		168,128	31,644		31,644	11,278	41,158	52,436
26,447		26,447						
194,575		194,575	31,644		31,644	11,278	41,158	52,436
194,575	926,233	1,120,808	39,837	98,826	138,663	12,442	214,914	327,356
(41,119)	45,539	4,420	(811)	(2,945)	(3,756)	(22,083)	1,245	(20,838)
3,965	1,764	5,729						
(29,144)		(29,144)	(6,540)		(6,540)			
				4,125	4,125			
				(4,225)	(4,225)			
123	(123)		13,215	(13,215)				
143,802	117,418	261,220	952	(952)				
			24,334	15,538	39,872	72,510	20,203	92,713
\$ 77,627	\$164,598	\$ 242,225	\$31,150	(\$ 1,674)	\$ 29,476	\$ 50,427	\$ 21,448	\$ 71,875

Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
\$ 75,000	\$ 88,000	\$263,000	\$112,944		\$112,944		\$122,202	\$122,202
169,850	230,319	400,169	66,354		66,354	\$ 99,842		99,842
8,817		8,817						
112	2,201	2,313	758		758	921		921
253,779	420,520	674,299	180,056		180,056	100,763	122,202	222,965
(101,800)	(25,398)	(127,198)	10,870	\$23, 15	33,985	6,844	24,842	31,686
151,979	295,122	447,101	190,926	23, 15	2,4,041	107,607	147,044	254,651
	122,044	122,044	136,640	23,630	160,270		137,818	137,818
86,668		86,668	29,916		29,916	109,975		109,975
75,220	28,489	103,709						
161,888	28,489	190,377	29,916		29,916	109,975		109,975
161,888	150,533	312,421	166,556	23,630	190,186	109,975	137,818	247,793
(9,909)	144,589	134,680	24,370	(515)	23,855	(2,368)	9,226	6,858
3,251		3,251						
						(5,501)		(5,501)
(1,073)	1,073		(8,020)	8,020				
37,228	70,422	107,650	27,470	(8,020)	19,450	9,454	1,850	11,304
\$ 29,497	\$216,084	\$245,581	\$ 43,820	(\$ 515)	\$ 43,305	\$ 1,585	\$ 11,076	\$ 12,661

Aspira, Inc. of Pennsylvania

Supporting Services

Aspira, Inc. of Puerto Rico

Supporting Services

Program Services	Management and General	Total Expenses	Program Services	Management and General	Total Expenses
\$ 70,582	\$20,093	\$ 90,675	\$165,701	\$41,502	\$207,203
5,976	5,971	11,947	24,164	6,341	30,505
76,558	26,064	102,622	189,865	47,843	237,708
4,946	1,532	6,478	13,211	-	13,211
6,579	.27	6,706	13,464	-	13,464
2,105	-	2,105	34,439	3,550	37,989
2,041	958	2,999	7,441	-	7,441
13,838	2,555	16,393	5,129	1,043	16,172
106,067	31,236	137,303	273,549	52,436	325,985
952	408	1,360	1,371	-	1,371
\$107,019	\$31,644	\$138,663	\$274,920	\$52,436	\$327,356

Combining Statement of Functional Expenses (Note 1)
for the year ended June 30, 1975

Aspra of America, Inc. and
Affiliates Combined
Supporting Services

	Program Services	Management and General	Fund Billing	Total Expenses
Salaries	\$1,140,736	\$278,501	\$ 78,008	\$1,497,245
Payroll taxes and fringe benefits	122,134	42,642	5,605	170,381
Total salaries and related expenses	1,262,870	321,143	83,613	1,667,626
Occupancy and utilities	190,149	36,960	15,101	242,210
Other office operating expenses	101,686	29,306	11,336	142,328
Professional fees and contract service payments	75,769	20,257	4,027	100,053
Travel and meetings	32,472	32,733	13,674	78,879
Miscellaneous	62,132	33,037	1,032	96,201
Total expenses before depreciation	1,725,078	473,436	128,783	2,327,297
Depreciation	3,226	5,331	1,373	9,930
Total expenses	<u>\$1,728,304</u>	<u>\$478,767</u>	<u>\$130,156</u>	<u>\$2,337,227</u>

See notes to combining financial statements

Supporting Services

Program Services	Management and General	Fund Raising	Total Expenses
\$642,891	\$ 9,244	\$19,245	\$ 753,380
<u>61,762</u>	<u>11,615</u>	<u>1,675</u>	<u>75,052</u>
704,653	102,859	20,920	828,432
138,830	9,395	1,339	149,564
<u>46,254</u>	<u>19,422</u>	<u>2,907</u>	<u>69,083</u>
5,964	19,821	1,038	26,823
<u>29,976</u>	<u>13,941</u>	<u>—</u>	<u>43,917</u>
925,677	165,938	26,204	1,117,819
<u>556</u>	<u>2,190</u>	<u>243</u>	<u>2,989</u>
<u><u>\$926,233</u></u>	<u><u>\$168,128</u></u>	<u><u>\$26,447</u></u>	<u><u>\$1,120,808</u></u>

Aspra, Inc. of Illinois

Supporting Services

Aspra, Inc. of New Jersey

Supporting Services

Total Expenses	Program Services	Management and General	Total Expenses
69,623	\$ 94,964	\$ 14,860	\$109,824
18,417	12,549	1,733	14,282
88,040	107,513	16,593	124,106
35,832	5,037	5,430	10,467
26,501	12,941	954	13,895
25,479	28,180	5,200	33,380
24,093	6,173	923	7,096
10,446	383	579	962
310,391	160,227	29,679	189,906
2,030	43	237	280
<u>\$12,421</u>	<u>\$160,270</u>	<u>\$29,916</u>	<u>\$190,186</u>

Program Services	Management and General	Total Expenses
\$ 92,339	\$ 74,201	\$166,540
11,770	8,408	20,178
104,109	82,609	186,718
18,442	8,216	26,658
7,012	5,667	12,679
1,100		1,100
5,104	5,323	10,427
1,884	6,427	8,311
137,651	108,242	245,893
167	1,733	1,900
<u>\$137,818</u>	<u>\$109,975</u>	<u>\$247,793</u>

3 Pension Plan

Aspra of America, Inc., together with its affiliate, Aspra of New York, Inc., has a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Contributions are made to the plan based upon a percentage of the participating employees' gross salary. Pension expense for fiscal 1975 is approximately \$8,900.

The Employee Retirement Income Security Act of 1974 (commonly referred to as the Pension Reform Act) became law in 1974. Actuarial estimates of the impact of the Act's provisions upon Aspra of America, Inc. and Aspra of New York, Inc. periodic provisions for pension expense, periodic funding of pension costs and unfunded vested benefits have not yet been made.

4 Mortgages on Land and Building

Aspra of New York, Inc. has mortgages payable which comprise the following:

First mortgage, interest at 6% per annum, due February 1, 1976	\$ 2,129
Second mortgage, interest at 9 3/4% per annum, due in quarterly installments of \$600 including principal and interest. Such payments will continue until further notice by the mortgagee or until the loan is paid in full	11,841
	<u>\$13,970</u>

5 Commitments

During fiscal 1975, Aspra of America, Inc. entered into a lease agreement for new premises, expiring January 1978, whereby total rental expense will be the normal operating and maintenance expenses of the building it occupies. Such expenses are estimated to be \$7,800 annually.

Aspra of America, Inc. has entered into financing agreements for office and telephone equipment. These agreements provide for the following payments which include principal and interest:

Fiscal Year

1976	\$4,695
1977	2,753
1978	2,753
1979	2,753
1980	2,753
1981-83	5,965

Aspra of New York, Inc. is obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$62,000 for fiscal 1976, \$58,000 for fiscal 1977, \$44,000 for fiscal 1978 and \$30,000 annually thereafter. Certain leases contain escalation clauses relating to cost of living adjustments and tax and statutory rate increases.

1. Summary of Significant Accounting Policies

The combining financial statements include the accounts of Aspira of America, Inc., and affiliates: Aspira of New York, Inc., Aspira, Inc. of New Jersey, Aspira, Inc. of Pennsylvania, Aspira, Inc. of Illinois, and Aspira, Inc. of Puerto Rico. Aspira of America, Inc. is a national organization which coordinates and maintains a unified Aspira program for all Aspira affiliates. Major functions of the national office are to develop programs, raise funds, train personnel and provide financial and administrative support. Interaffiliate transactions have been separately identified.

Contributions and grants are recorded upon notification from the donor. Funds designated for use in future periods are recorded as deferred revenue and recognized as revenue in the designated period. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor.

Depreciation is provided on a straight-line basis over the estimated useful lives of the assets (see Note 2).

Fixed assets on which donor-imposed restrictions or conditions exist are recorded in the donor-restricted fund. At such time as the restrictions lapse or the specified conditions are met, such assets are transferred to unrestricted funds.

2 Accounting Change

Pursuant to "Audits of Voluntary Health and Welfare Organizations" industry audit guide, which was issued by the American Institute of Certified Public Accountants, effective for all fiscal years beginning on or after July 1, 1974, Aspira of America, Inc. and certain affiliates changed their method of accounting for fixed assets. The audit guide requires fixed assets to be carried at cost with depreciation to be recorded as an element of expense. Accordingly, the following changes were made:

Aspira of America, Inc. capitalized fixed assets purchased prior to June 30, 1974 in the current period. The cost of such assets and the corresponding accumulated depreciation is as follows (see Note 5):

Cost of assets acquired prior to June 30, 1974	\$8,328
Less, Accumulated depreciation through June 30, 1974	(1,193)
Undepreciated balance, June 30, 1974	7,135
Less, installment payments paid and accrued in 1975	(3,884)
Prior years' net fund balance adjustment	\$3,251

Aspira of New York, Inc., prior to June 30, 1971, capitalized fixed assets of \$48,004, of which \$13,302 were fully depreciated at June 30, 1974 and, accordingly, have been written off. The remaining \$34,702 would have had accumulated depreciation of \$15,842 at June 30, 1974. Such adjustments of depreciation aggregate \$29,144. Fixed assets purchased between June 30, 1971 and June 30, 1974 were expensed as incurred and are capitalized in the current period. The cost of such assets and the corresponding accumulated depreciation is as follows:

	Unrestricted	Restricted
Cost of assets purchased between June 30, 1971 and June 30, 1974	\$5,286	\$2,040
Less, Accumulated depreciation through June 30, 1974	(1,321)	(276)
Net fund balance adjustment	\$3,965	\$1,764

Aspira, Inc. of New Jersey and Aspira, Inc. of Pennsylvania, prior to July 1, 1974, capitalized fixed assets. Such assets would have had accumulated depreciation of \$5,501 and \$6,540, respectively, at June 30, 1974.

The above adjustments are reflected in the Combining Statement of Support: Revenue and Expenses and Changes in Fund Balances.

Foundations

Calder (Louise) Foundation, Inc
Campe (Sam & Louise) Foundation
Carnegie Corporation of New York
Chicago Community Trust
Clark (Robert Sterling) Foundation
David Dubinsky Foundation
Edwin Gould Foundation
Educational & Scientific Foundation of the Illinois State
Medical Society
Forest Fund
Freudenthal Foundation
Hefner (Hugh M.) Foundation
Lavanburg Corner House
Low (Madeleine M.) Fund, Inc.
Naleo Foundation
1907 Foundation
Provincial Foundation
Robert Wood Johnson Foundation
Rockefeller Foundation
Schumann (The Florence & John) Foundation
Surdna Foundation, Inc.
United Way of Essex and West Hudson
United Fund of Pennsylvania
Wallace (DeWitt) Fund, Inc.

Corporations/Unions and Corporate Foundations

National Sponsors: Gifts of \$5,000 and over

Amoco Foundation, Inc.
American Telephone & Telegraph Company
Banco Credito y Ahorro Ponceño
Equitable Life Assurance Society of the United States
Exxon Corporation
First National City Bank
General Motors Corporation
Gulf and Western Industries, Inc.
International Business Machines Corporation
International Ladies Garment Workers Union
New York Life Insurance Company
Sears, Roebuck and Company
Western Electric Fund
Xerox Corporation

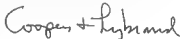
Other Contributors—Gifts of \$100 to \$4,999

Air Reduction, Inc.
American Bank & Trust Company
American Metal Climax, Inc.
American National Bank & Trust Company of Chicago
ARA Services, Inc.
Asuaga (Antibal L.) Inc.
Arthur Andersen and Company
Atlantic Richfield Company
Bell Laboratories
Bird Construction
Bowery Savings Bank
Bristol Myers Company
Carson Pirie Scott and Company
C.I.T. Financial Corporation
Coach Products, Inc.
Colgate Palmolive Company
Compton Advertising Company
Consolidated Edison Company of New York, Inc.
Continental Bank Foundation
Commonwealth Edison of Illinois
Container Corporation of America
Continental Can Company
Ernst and Ernst
Esso of Puerto Rico
First Boston Foundation Trust
First Federal Savings and Loan Association of Chicago
FMC Corporation
First Pennsylvania Banking and Trust Company
Fundacion Medica de Puerto Rico
Girard Bank
Grand Union Company
Greater Newark Urban Coalition
Gulf Oil Corporation
Harman International Industries, Inc.
Hilton International
Hunt Manufacturing Company
Illinois Bell Telephone Company
International Paper Company
Irving Trust Company
J.C. Penney Company, Inc.
Jersey Central Power & Light Company
Kirsch Beverages, Inc.

To the Board of Directors of
Aspira of America, Inc

We have examined the combining balance sheet of ASPIRA of AMERICA, INC and AFFILIATES (Note 1) as of June 30, 1975 and the related combining statements of support, revenue and expenses, and changes in fund balances, and of functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the combined financial position of Aspira of America, Inc and Affiliates and the individual financial positions of such Affiliates at June 30, 1975 and the combined and individual results of their operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a consistent basis, except for the change, with which we concur, in recording fixed assets and depreciation as described in Note 2 to the financial statements.



New York, New York
September 12, 1975

National Sponsors Committee**Board of Directors**
(as of June 4, 1976)

The Honorable Herman Badillo
Member of Congress**John R. Bunting, Jr.**
President
First Pennsylvania Bank & Trust Company**Donald M. Graham**
Mayer, Brown & Platt**Floyd D. Hall**
Chairman of the Board & President
Eastern Airlines, Inc.**Edward J. Lanahan**
Vice President in Charge of Marketing & Urban Affairs
Public Service Electric & Gas**Teodoro Moscoso**
Administrator
Economic Development Administration**Ramon J. González**
President
Banco Credito & Ahorro Ponceño**Samuel J. Silberman**
President
Gulf & Western Foundation**Sol C. Chaikin**
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International Ladies Garment Workers Union**Carmen Beal, Ph.D.**
Chairperson**José Morales**
Vice Chairman, Program**Antonio J. De Haro**
Vice Chairman, Finance**John Rios**
Treasurer**Luis Nieves**
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Kraftco Corporation
Kraft Foods Division
Sealtest Foods Division
Breakstone Sugar Creek
Foods Division
Lerner Stores Corporation
McDonald's Corporation
McGraw-Hill, Inc.
Merck Company Foundation
Metropolitan Life Insurance Company
Montgomery Ward & Company, Inc.
Morgan Guaranty Trust Company
Mutual Benefit Life Insurance Company
National Lead Industries
New York Times Foundation
Peoples Gas, Light and Coke Company
Pepsico, Inc.
Philadelphia National Bank
Pitcairn Company
PPG Industries
Prudential Insurance Company of America
Prudential Savings Bank
Puerto Rico Glass Corporation
Rapid American Corporation
RCA Corporation
S&H Foundation, Inc.
Saul, Ewing, Remick and Saul
Searle and Company
Schering-Plough Corporation
Scott Paper Company
Sun/Times Daily News Charity Trust
Union Carbide Corporation
United Americas Bank
Warner Communications, Inc.
Westinghouse Electric Company
Woolworth (F.W.) Company
Zenith Radio Corporation

Government Grants

National
Public Health Service
Commonwealth of Puerto Rico

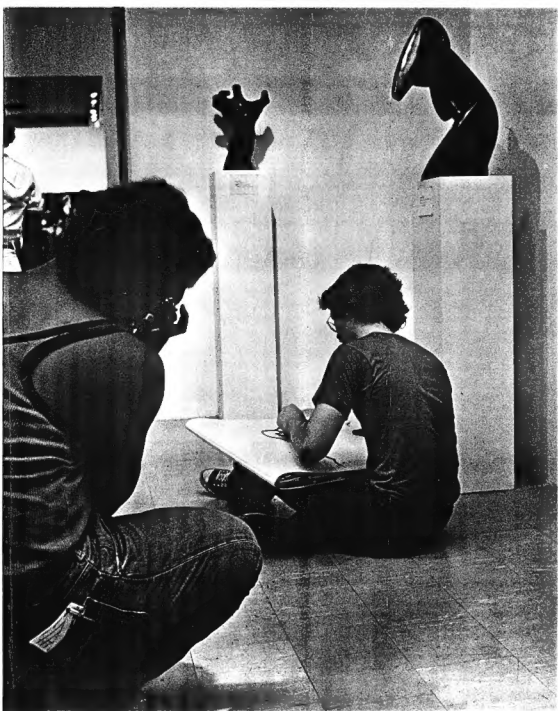
Illinois
HEW—Office of Education
E.S.A.A. Grant
Bilingual Tutorial Program
C.E.T.A. Title I, II
Model Cities Summer Youth Program

New Jersey
Hoboken Model Cities
Department of Community Affairs of New Jersey
United States Office of Education Talent Search

New York
City of New York Council Against Poverty
Commonwealth of Puerto Rico
United States Office of Education Special Services
United States Office of Education Talent Search

Pennsylvania
United States Office of Education Talent Search

Puerto Rico
United States Office of Education Talent Search
Commonwealth of Puerto Rico
United States Office of Education Upward Bound
(Veterans Program)



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